

## **Equality Impact Assessment Record**

# **Developing the Young Workforce (DYW)**

**December 2017**



**Scottish Government**  
Riaghaltas na h-Alba  
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## EQUALITY IMPACT ASSESSMENT RECORD

<b>Title of policy/ practice/ strategy/ legislation etc.</b>	<b>Developing the Young Workforce (DYW)</b>	
<b>Minister</b>	<b>Mr Jamie Hepburn MSP, Minister for Employability and Training</b>	
<b>Lead official</b>	<b>Louise Hester</b>	
<b>Officials involved in the EQIA</b>	<b>name</b>	<b>team</b>
	<b>Paul Fagan</b>	<b>Developing the Young Workforce</b>
<b>Directorate: Division:</b>  <b>Team:</b>	<b>Advanced Learning &amp; Science Colleges, Young Workforce and SFC Sponsorship Developing the Young Workforce and 15-24 Learner Journey</b>	
<b>Is this new policy or revision to an existing policy?</b>	<b>Reviewing the progress of an existing policy: the DYW programme has taken on all <u>39</u> recommendations from the Wood Commission Report – Education Working for All! This EQIA summarises progress since the DYW programme’s inception.</b>	

### Screening

#### *Policy Aim*

On the 17 December 2014, the Scottish Government launched its youth employment strategy - Developing the Young Workforce (DYW), a seven year programme to reduce Scotland’s youth unemployment by 40% by 2021. As well as the headline target, the programme is underpinned by 39 recommendations and 11 Key Performance Indicators (KPIs).

The DYW programme aims to offer an excellent, work relevant education offer to young people in Scotland, giving them the skills for the current and anticipated jobs market.

This includes:

- creating new vocational learning options;
- enabling young people to learn in a range of settings in their senior phase of school;
- embedding employer engagement in education;
- offering careers advice at an earlier point in school; and
- introducing new standards for careers guidance and work experience.

Developing the Young Workforce contributes to the following national outcomes:

- We live in a Scotland that is the most attractive place for doing business in Europe.
- We realise our full economic potential with more and better employment opportunities for our people.
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.
- We are better educated, more skilled and more successful, renowned for our research and innovation.

### ***Who will it affect?***

The programme will impact upon all young people, from pre-school, through education and onwards into work. Those young people who will benefit most are those not planning to head directly towards higher education.

The programme will also affect those required to participate in the implementation actions such as employers in the community and the wider working environment both directly and indirectly to meet their business needs.

### ***What might prevent the desired outcomes being achieved?***

The Scottish Government agreed to take forward the recommendations of an independent Commission led by Sir Ian Wood and published in the Commission's report in June 2014. Implementation is being taken forward by Government, Local Authorities and other agencies and bodies. The extent to, and the way in which, recommendations are implemented will determine whether the desired outcomes are achieved.

## **Stage 1: Framing**

### ***Results of framing exercise***

## **SUMMARY OF INITIAL FINDINGS**

At the outset, an EQIA was carried out formally accepting all recommendations from the commission's report. This can be found at:

[www.gov.scot/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandyoungworkforce/finalreport/eqia](http://www.gov.scot/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandyoungworkforce/finalreport/eqia)

The purpose of this EQIA is to reflect on the progress of the programme 3 years into the 7 year programme of activity and, where appropriate, provide an update on policy implementation at this juncture.

In carrying out this update, we have provided, where possible, detail of new evidence relating to protected characteristics at Stage 2 of this report.

**Existing evidence:**

For this assessment, we have updated the original EQIA undertaken at the outset of the DYW programme, with new supporting evidence, detailing our continued approach to ensuring equality is embedded across the programme for new policies.

In addition, the Scottish Government has committed to report annually on progress of the DYW Programme. These reports are available on the Scottish Government website at [www.gov.scot/Topics/Education/developingtheyoungworkforce](http://www.gov.scot/Topics/Education/developingtheyoungworkforce)

At the heart of Developing the Young Workforce is a commitment to advance the interests of all our young people. The aim is to ensure all young people – from the early years onwards have the skills and knowledge to make more informed career choices throughout their school studies and beyond. The Youth Employment Strategy sets out actions to embed equality throughout the implementation of Developing the Young Workforce, however, there is recognition that some groups need extra support and guidance and for these groups there are specific recommendations. Support to effect this commitment to equality includes:

- the career education standard ( 3-18)
- the work placements standard
- school/employer partnerships guidance
- earlier careers advice and guidance
- the Improving Gender Balance project with six schools to tackle gender stereotyping through whole school approaches.

The headline measures of attainment are set out by characteristics, measured and published alongside other school performance indicators: [www.gov.scot/Publications/2017/06/9699/4](http://www.gov.scot/Publications/2017/06/9699/4)

Within this publication,

Table 3. reflects the percentage of school leavers in a positive follow-up destination, by pupil characteristic, 2009/10 to 2015/16  
[www.gov.scot/Publications/2017/06/9699/3](http://www.gov.scot/Publications/2017/06/9699/3)

Table 6. reflects the percentage of school leavers by attainment at SCQF level 4 to 6, by pupil characteristic, 2009/10 to 2015/16  
[www.gov.scot/Publications/2017/06/9699/4](http://www.gov.scot/Publications/2017/06/9699/4)

***Extent/Level of EQIA required***

Update of existing EQIA required

## Stage 2: Data and evidence gathering, involvement and consultation

Include here the results of your evidence gathering (including framing exercise), including qualitative and quantitative data and the source of that information, whether national statistics, surveys or consultations with relevant equality groups.

Characteristic	Evidence gathered and Strength/quality of evidence	Source (Data source used for the Wood Commission Report)	Data gaps identified and action taken
<b>AGE</b>	<p>The life chances of young people (16-24) – There’s no doubt that the first five years of life lay down the foundations for future success. But we also now know that brain plasticity lasts well into early adulthood. Increasing dependence on financial support from parents at this age increases the likelihood of intergenerational poverty. And research shows that unemployment during this period can have a significant impact on future earnings potential.</p> <p>The poverty rate for young adults (16-29) in Scotland in 2015/16 was higher than for other groups of adults. Younger households are more likely than older households to not manage well financially, to have no savings and to have much lower wealth. To some extent, this is to be expected at this life stage: younger people tend to have lower earnings, as they are more likely to be in entry level jobs, and they have also simply had less time to accumulate wealth.</p>	<p>The Wage Scar from Youth Unemployment, Paul Gregg and Emma Tominey (2004)</p> <p>Independent Advisor on Poverty and Inequality: “Shifting the Curve - A Report to the First Minister”, 20 Jan 2016</p> <p>Independent Advisor on Poverty and Inequality: “The Life Chances of Young People in Scotland: A Report to the First Minister “ 30 Jun 2017</p>	
<b>DISABILITY</b>	<p>Young people with disabilities are more likely to be offered a limited range of education and training opportunities and ultimately are more likely to experience significant periods of unemployment.</p> <p>Evidence demonstrates that young people with a disability have a similar level of career aspiration at the age of 16 to other young people at the same age. By the time they are 26, they are nearly 4 times as likely to be unemployed.</p>	<p>Office for Disability Issues (2012), “Making it happen: fulfilling potential”</p> <p>Little (2012), “Creating an inclusive apprenticeship offer”</p> <p>Miller (2012), “Good practice evaluation of the diversity in apprenticeships pilots”</p>	

	<p>Like all young people, careers advice and work experience for young people with disabilities is incredibly important. However those we have met who work with young people with disabilities have reported that this is often not a priority.</p> <p>Young people with disabilities often experience disjointed journeys through education and employment. While there is a requirement to plan transitions from the age of 14, the follow up implementation is often characterised by a lack of focus on employment outcomes and fragmented support. Many of those we have spoken to have reported that young people with disabilities are often presented with post-school opportunities which don't support the young person's longer term employment aspirations and which don't prepare them for employment.</p> <p>The learner journeys of young people with disabilities are often disjointed due to barriers which don't take account of the needs of the young person.</p>	<p>BIS (2012), "Creating an inclusive apprenticeship offer for learners with learning difficulties or disabilities"</p> <p>Scottish Government (2013), Disability Evidence Review</p> <p>The Equality Challenge Unit (2013), "Equality in colleges in Scotland"</p> <p>Scottish Government (2013), "Summary statistics for attainment, leaver destinations and health living no.3"</p> <p>EHRC (2013) "Modern Apprenticeships: Equality and the economy"</p> <p>WISE (2013) "How modern is the modern apprenticeship?"</p> <p>Scottish Transitions Forum (2013) "Principles of good transitions"</p> <p>Inclusion Scotland (2012) "Destinations of Disabled School Leavers 2011/12" briefing paper</p> <p>Stakeholder views gathered: STUC; Scottish Transitions Forum; Glasgow Disability Alliance; Enable Scotland; EHRC; Inclusion Scotland; Autism Network Scotland; Glasgow City Council</p>	
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		<p>Skills Development Scotland - Equalities Action Plan for Modern Apprenticeships (2016)</p> <p>Skills Development Scotland – Equality action plan – Year 1 update: For Modern Apprenticeships in Scotland (2017)</p> <p>Skills Development Scotland - Modern Apprenticeship Statistics Full Year Report (2016/17, 2015/2016)</p>	
<b>SEX</b>	<p>Young people continue to make choices which conform to gender stereotypes which in turn dictate the sort of occupations they go into. This applies to both young women and young men. However over a number of decades we have seen significant improvements, in the gender balance across a number of occupations and professions.</p> <p>Subject choice is a key determinant to the occupational options young people will have open to them after they leave education. Young people will often make their choices against a sophisticated range of background factors relating to confidence and external expectations.</p> <p>By the time young people leave school and move into vocational education and training, it is often too late to influence the choices they make. Without the guidance of teachers and others providing support, they will often favour what they perceive as safer options in line with established stereotypes, even if this is at their own longer term expense. While the gender balance within Modern Apprenticeships has improved in recent years, gender segregation within some frameworks remains very significant. In a number of areas this is replicated in college education. Ultimately this impacts</p>	<p>Miller (2012), “Good practice evaluation of the diversity in apprenticeships pilots”</p> <p>EHRC (2013) “Modern Apprenticeships: Equality &amp; the Economy”</p> <p>WISE (2013) “How modern is the Modern Apprenticeship?”</p> <p>Royal Society of Edinburgh (2012), Women in STEM?</p> <p>Construction skills (2011) “Getting in, getting on...in construction”</p> <p>Touchstone (2013) “The Gender jobs Split”</p> <p>Stakeholder views gathered:</p> <p>Engender; Scottish Resource Centre for</p>	

	heavily on the early and longer term labour market outcomes of young people and on the volume and diversity of talent available to employers.	<p>Women in STEM; Close the Gap; Scottish Women's Convention; Strategic Group on Women and Work; EHRC; STUC</p> <p>Skills Development Scotland - Equalities Action Plan for Modern Apprenticeships (2016)</p> <p>Skills Development Scotland – Equality action plan – Year 1 update: For Modern Apprenticeships in Scotland (2017)</p> <p>Skills Development Scotland - Modern Apprenticeship Statistics Full Year Report (2016/17, 2015/2016)</p>	
<b>PREGNANCY AND MATERNITY</b>	<p>The restricted curriculum available for home schooled mothers was found to be an issue.</p> <p>Almost half of all pregnant women experience some form of disadvantage at work as a result of becoming pregnant or taking maternity leave.</p> <p>Childcare costs can be a significant proportion of household income.</p>	<p>Scottish Government (2013), Pregnancy and Maternity Evidence Review</p> <p>Scottish Government (2017), Pregnancy and Parenthood in Young People Strategy</p>	
<b>GENDER REASSIGNMENT</b>		<p>Scottish Transgender Alliance (2008), Transgender experiences in Scotland”</p> <p>Scottish Transgender Alliance (2010)Public bodies and the public sector duties relating to transsexual and transgender people: Report of findings and case studies</p>	



		Scottish Transgender Alliance – Being Trans in the European Union 2014	
<b>SEXUAL ORIENTATION</b>	<p>Bullying at school, college and university can have long term effects on confidence and impact on many areas of life including employment.</p> <p>Discrimination can negatively impact on employment opportunities.</p> <p>Young people did not feel that being LGBT had a direct impact on their early career choices, more of an indirect impact.</p> <p>Stereotypes around sexual orientation can impact on early career choice, with stereotypes around gender likely to compound the effect. Young LGBT people report they are often pulled towards LGBT “friendly” industries and occupations.</p> <p>Role models are seen to have a positive effect.</p>	<p>LGBT Youth Scotland (2012) “Life in Scotland for LGBT young people – education report”</p> <p>SDS (2011) “Impact of sexual orientation on career management skills and career progression”</p>	
<b>RACE</b>	<p>As a single group young people from BME groups are less likely to participate in certain vocational pathways and are more likely to be unemployed than the general population. However it is important to bear in mind that participation and employment outcomes vary – sometimes significantly - between different BME groups.</p> <p>There is a complex range of factors relating to the choices young people are encouraged to take, the impact of the attitudes of adults on these choices and in some cases to the attitudes of employers.</p> <p>Consistent messages have emerged around the understanding of the value and nature of certain options such as Modern Apprenticeships among young people, their parents and their wider communities.</p> <p>The young people from BME groups who we have spoken to have also suggested that role models drawn from young people on the full range of vocational pathways and related</p>	<p>Miller (2012) “Good practice evaluation of the diversity in apprenticeship pilots”</p> <p>Scottish Government (2013), “Equality Evidence Review”</p> <p>The Equality Challenge Unit (2013), “Equality in colleges in Scotland”</p> <p>EHRC (2013) “Modern Apprenticeships: Equality &amp; the Economy”</p> <p>CRER (2012) “Race Equality in Modern Apprenticeships”</p> <p>Stakeholder views gathered: CEMVO Scotland; BEMIS; EHRC; STUC</p>	

	<p>occupations would also encourage them to consider a wider range of options.</p> <p>Some stakeholders we have spoken to have expressed concern that some employers discriminate against young people in their recruitment.</p>	<p>Skills Development Scotland - Equalities Action Plan for Modern Apprenticeships (2016)</p> <p>Skills Development Scotland – Equality action plan – Year 1 update: For Modern Apprenticeships in Scotland (2017)</p> <p>Skills Development Scotland - Modern Apprenticeship Statistics Full Year Report (2016/17, 2015/2016)</p>	
<b>RELIGION OR BELIEF</b>	<p>Census data from 2001 show that Muslims, Sikhs and Hindus are more likely to participate in post-school education. There are significantly lower levels of economic activity for Muslim women compared to Muslim men, and also relatively low levels for Buddhist, Hindu and Sikh women.</p> <p>Muslim and Sikhs are most likely to be employed in 'Wholesale and retail trade' than other religious groups. Hindus are more likely to be employed in 'health and social work',</p> <p>In 2001, over half of all Sikhs and Muslims worked in microbusinesses compared to 30% of people who reported the Church of Scotland as their religion.</p> <p>Self-employment is highest for Sikhs (33%), Muslims (29%) and Jewish people (27%).</p>	<p>Scottish Government (2012), Religion Evidence Review</p> <p>EHRC (2013) "Modern Apprenticeships: Equality &amp; the Economy"</p>	
<b>MARRIAGE AND CIVIL PARTNERSHIP</b> (the Scottish Government does not require assessment)		N/A	N/A

against this protected characteristic unless the policy or practice relates to work, for example HR policies and practices - refer to Definitions of Protected Characteristics document for details)			
<b>LOOKED AFTER CHILDREN</b>	<p>There are many reasons young people end up in care and in most cases these are not down to the young person themselves.</p> <p>The groups we have met who support young people preparing to leave care have consistently described how these young people face disjointed journeys from school into post-school education and on into work. Better planning and additional support from employers would help smooth these journeys.</p> <p>The learner journeys of care leavers can be impeded by unhelpful funding barriers which often don't take account of the wider challenges the young person faces as they make the transition into adult life.</p> <p>For many care leavers access to the networks that many young people draw on to move into employment is not available. Additionally the challenges of moving into employment for the first time that we all face often come at a time when care leavers are facing a significant range of additional challenges.</p>	<p>Scottish Government (2013) Education outcomes for Scotland's looked after children 2011-12</p> <p>JRF (2014) "Helping unemployed young people to find private sector work"</p> <p>Stakeholder views gathered:</p> <p>Barnardos</p> <p>CELCIS</p> <p>Who Cares Scotland?</p>	

### **Stage 3: Assessing the impacts and identifying opportunities to promote equality**

The Commission developed a series of recommendations. Each recommendation has been considered and revised where required in relation to the potential impacts across equality groups.

### **Stage 4: Decision making and monitoring**

#### ***Identifying and establishing any required mitigating action***

If, following the impact analysis, you think you have identified any unlawful discrimination – direct or indirect - you must consider and set out what action will be undertaken to mitigate the negative impact. You will need to consult your legal team in SGLD at this point if you have not already done so.

Have positive or negative impacts been identified for any of the equality groups?	Yes
Is the policy directly or indirectly discriminatory under the Equality Act 2010?	No
If the policy is indirectly discriminatory, how is it justified under the relevant legislation?	N/A
If not justified, what mitigating action will be undertaken?	N/A

## ***Describing how Equality Impact analysis has shaped the policy making process***

During the development of the Commission's recommendations, equality impact analysis has been carried out and this has in turn heavily influenced the final recommendations. Specific recommendations 26-39 were developed to ensure steps to advance equalities are integrated into the implementation of the overall set of recommendations. These are included in the Advancing Equalities chapter of the Commission's final report.

## ***Monitoring and Review***

The Scottish Government reports annually on progress of the DYW programme.

The Scottish Government and its partners are responsible for undertaking evaluation and monitoring of the DYW programme and this is undertaken through the following:

- Governance structure – our programme board meets quarterly and scrutinizes the programme on progress.
- Our eleven Key Performance Indicators feature an overall indicator for each equality group identified.
- Our clear targets and actions built into our Youth Employment Strategy will enable us to advance equalities within Scottish education and youth employment.
- The Scottish Government will continue to monitor and revisit the equality impact assessment, as actions and proposals develop from the Youth Employment Strategy to ensure there are no negative impacts to any of the equality groups.

## **Stage 5 - Authorisation of EQIA**

Please confirm that:

- ◆ This Equality Impact Assessment has informed the development of this policy:

Yes ☒ No ☐

- ◆ Opportunities to promote equality in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Removing or minimising any barriers and/or disadvantages;

- Taking steps which assist with promoting equality and meeting people's different needs;
- Encouraging participation (e.g. in public life)
- Fostering good relations, tackling prejudice and promoting understanding.

Yes ☒ No ☐

- ◆ If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment and victimisation in respect of this protected characteristic:

Yes ☐ No ☐ Not applicable ☒

### Declaration

**I am satisfied with the equality impact assessment that has been undertaken for Developing the Young Workforce Programme and give my authorisation for the results of this assessment to be published on the Scottish Government's website.**

**Name: Paul Smart**

**Position: Deputy Director**

**Authorisation date: 11 December 2017**

## Developing Scotland's Young Workforce Equality Impact Assessment

The tables below details each of 39 recommendations of the Commission, these have been group by policy area and where no assessment is required this is also detailed. This EQIA looks at all the recommendations collectively. To note, where we have reported no impact for a protected characteristic, this could be as a result of activity in other DYW recommendations that is designed to positively impact on that protected characteristic. This may be a further result of limited evidence of impact against particular characteristics, or a reflection of a policy change currently in an early phase of implementation.

### Senior Phase Vocational Pathways

**Recommendation 1:** Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.

**Recommendation 28:** Senior phase vocational pathways should be designed to encourage more gender balance across occupations.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Support has been made available for all young people from early years through to the senior phase. There is a wider range of options for all young people in the school senior phase aligned to employer demand: earlier careers advice and guidance; the career education standard ( 3-18); the work placements standard and school/employer partnerships guidance.
Disabled	Positive	As above subject to the implementation of

		other recommendations (26, 27, 33 & 34)
Gender	Positive	A range of targeted activity to help address gender segregation for all young people. This includes the standards, guidance and earlier careers advice and guidance mentioned above.
Gender reassignment	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Sexual Orientation	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Race	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Religion or belief	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.

### **Modern Apprenticeships**

**Recommendation 7:** Modern Apprenticeships should be aligned with the skills required to support economic growth.

**Recommendation 8:** Development of Modern Apprenticeship access processes and progression pathways should be prioritised.

**Recommendation 9:** An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.

**Recommendation 10:** If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts

**Recommendation 13:** Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.



**Recommendation 30:** Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS should report on this annually.

**Recommendation 32:** SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.

**Recommendation 34:** Funding levels to colleges and MA training providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.

**Recommendation 35:** Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.

**Recommendation 38:** Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	The target of reducing youth unemployment by 40% has been met and the increase in apprenticeships has contributed.
Disabled	Positive	The proportion of new Modern Apprenticeship starts self-identifying impairment, health condition or learning difficulty in 16/17 was 8.6%. This compares to 3.9% in 2015/16.
Gender	Positive	Since 2015, the percentage of Modern Apprenticeship frameworks where there was a greater than 75:25 or worse gender difference fell from 75% to 68% of all Modern Apprenticeship frameworks.
Gender reassignment	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Sexual Orientation	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.

Race	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Religion or belief	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.

### **Education Scotland - Employability**

**Recommendation 3:** A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people. Work experience should feature in the senior phase Benchmarking Tool and in Education Scotland school inspections. **Recommendation 11:** Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Will contribute to employability of young people.
Disabled	None	Young people in this group will benefit as above and also from implementation of DYW recommendations 33, 34, 35, 36.
Gender	None	Young people in this group will benefit as above and also from implementation of DYW recommendations 28, 29, 30.
Gender reassignment	None	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.

Sexual Orientation	None	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.
Race	None	Young people in this group will benefit as above and also from implementation of DYW recommendations 31, 32.
Religion or belief	None	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.

## **STEM**

**Recommendation 12:** A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Will contribute to employability, skills development opportunities and pathways for young people. Contribution to improved long term career prospects of young people. In addition emphasis on STEM across all college provision will contribute to long term career prospects of all age groups.
Disabled	Positive	Young people in this group will benefit as above and also from implementation of DYW recommendations 33, 34, 35, 36.
Gender	Positive	Young people in this group will benefit as above and also from implementation of DYW recommendations 28, 29, 30.

Gender reassignment	Positive	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.
Sexual Orientation	Positive	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.
Race	Positive	Young people in this group will benefit as above and also from implementation of DYW recommendations 31, 32.
Religion or belief	Positive	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.

### **Regional Groups**

**Recommendation 14:** The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	There is on-going work taking place regarding measuring the impact of the 21 DYW regional groups that have been created. The LMS show youth unemployment at 9.4%, amongst one of the lowest in the EU countries. The target of reducing youth unemployment by 40% of 2015 figures has been met and the work of the DYW groups has contributed to this.
Disabled	Positive	DYW regional groups are being

		encouraged to work with employers to raise awareness of equalities issues. DYW regional groups are working with partners to run events to support employers to employ young people with a disability. Quarterly Highlight reports are capturing this activity.
Gender	Positive	DYW regional groups are undertaking a range of activities to close gender gaps in certain industries, such as encouraging females to take up STEM subjects. Quarterly Highlight reports are capturing this activity.
Gender reassignment	None.	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.
Sexual Orientation	None	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.
Race	Positive	Young people in this group will benefit as above. Regional groups will be encouraged to work with employers to raise awareness of equalities issues.
Religion or belief	None	Young people in this group will benefit as above. No specific actions recommended for this group at this stage.

### **School/Employer Partnerships**

**Recommendation 15:** Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	None	No additional specific actions recommended for this group at this stage.
Disabled	None	No additional specific actions recommended for this group at this stage.
Gender	None	No additional specific actions recommended for this group at this stage.
Gender reassignment	None	No additional specific actions recommended for this group at this stage.
Sexual Orientation	None	No additional specific actions recommended for this group at this stage.
Race	None	No additional specific actions recommended for this group at this stage.
Religion or belief	None	No additional specific actions recommended for this group at this stage.

### **College/Industry Partnerships**

**Recommendation 17:** Employers and national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant and full advantage is taken of work based learning and employment opportunities.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Better alignment of college education with industry and labour market need and the transition of young people into employment. This will benefit young and older students.
Disabled	Positive	Young people in this group will benefit as

		above in part subject to the implementation of recommendation 26, 27 and 34.
Gender	Positive	Young people in this group will benefit as above in part subject to the implementation of recommendations 26, 27, 28 and 29.
Gender reassignment	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Sexual Orientation	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Race	Positive	Young people in this group will benefit as above in part subject to the implementation of recommendations 26 and 27.
Religion or belief	None	Young people in this group will benefit as above. No additional specific actions planned for this group at this stage.

### **Skills Investment and Regional Skills Assessment**

**Recommendation 18:** In the development of future industry Skills Investment Plans and Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment and the development of vocational pathways starting in the senior phase.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Focus on youth recruitment and training in development of skills planning system
Disabled	None	Young people in this group will benefit

		as above
Gender	None	Young people in this group will benefit as above
Gender reassignment	None	Young people in this group will benefit as above
Sexual Orientation	None	Young people in this group will benefit as above
Race	None	Young people in this group will benefit as above
Religion or belief	None	Young people in this group will benefit as above

### **Procurement and Supply Chain Policies**

**Recommendation 22:** Procurement and supply chain policies in both the public and private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Disabled	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Gender	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Gender reassignment	None	Young people in this group will benefit as above. No additional specific actions



		recommended for this group at this stage.
Sexual Orientation	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Race	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.
Religion or belief	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.

### **Invest in Youth Policy**

**Recommendation 23:** Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest in Youth Policy and this should be explicitly reflected in their published corporate plans.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Young people in this group will benefit as above. Employers have to consider wider equalities considerations within the IIYP Framework.
Disabled	Positive	Young people in this group will benefit as above. Employers have to consider wider equalities considerations within the IIYP Framework.
Gender	Positive	Young people in this group will benefit as above. Employers have to consider wider equalities considerations within the IIYP Framework.
Gender reassignment	Positive	Young people in this group will benefit as

		above. Employers have to consider wider equalities considerations within the IIYP Framework.
Sexual Orientation	Positive	Young people in this group will benefit as above. Employers have to consider wider equalities considerations within the IIYP Framework.
Race	Positive	Young people in this group will benefit as above. Employers have to consider wider equalities considerations within the IIYP Framework.
Religion or belief	Positive	Young people in this group will benefit as above. Employers have to consider wider equalities considerations within the IIYP Framework.

### **Growth businesses and Inward Investment**

**Recommendation 24:** Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Young people in this group will benefit as above.
Disabled	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage
Gender	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage

Gender reassignment	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage
Sexual Orientation	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage
Race	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage
Religion or belief	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage

### **Recruitment Incentives**

**Recommendation 25:** Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Young people in this group will benefit as above. 580 young people started in employment, supported through Scotland's Employer Recruitment Incentive during 2016/17.
Disabled	Positive	People with a disability are eligible for support through SERI. No data is published with a split across protected characteristics.
Gender	None	No specific actions recommended for this group at this stage.

Gender reassignment	None	No specific actions recommended for this group at this stage.
Sexual Orientation	None	No specific actions recommended for this group at this stage.
Race	Positive	Minority ethnic groups, young people requiring support with language (including for whom English is an additional language, gypsy / travelling communities, refugees or others granted leave to stay in the UK are eligible for support through SERI. No data is published with a split across protected characteristics.
Religion or belief	None	No specific actions recommended for this group at this stage.

### **Curriculum for Excellence - Equality**

**Recommendation 26:** Scotland should embed equality education across Curriculum for Excellence.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career education.
Disabled	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career education.
Gender	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career

		education.
Gender reassignment	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career education.
Sexual Orientation	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career education.
Race	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career education.
Religion or belief	Positive	Action on promoting equality, and understanding of equality, amongst all young people with a focus on career education.

### **Targeting Career Options**

**Recommendation 27:** Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	None	Recommendation is focused on specific groups of young people.
Disabled	Positive	Recommendation will result in targeted activity to help improve educational outcomes and address unemployment

		among young disabled people.
Gender	Positive	Recommendation will result in targeted activity to promote gender balance.
Gender reassignment	None	No specific recommendations for this group at this stage.
Sexual Orientation	None	No specific recommendations for this group at this stage.
Race	Positive	Recommendation will result in targeted activity to help improve educational outcomes and address unemployment among young people from ethnic communities.
Religion or belief	None	No specific recommendations for this group at this stage.

### **MA – Targeted Campaign to BME Community**

**Recommendation 31:** A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the BME community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	Positive	Young people in this group will benefit in part subject to the implementation of recommendations: 7,8,9,10,13,30,32,34,35,38
Disabled	Positive	Young people in this group will benefit subject to the implementation of recommendations 34 and 35.
Gender	Positive	Young people in this group will benefit

		subject to the implementation of recommendation 30.
Gender reassignment	None	No specific recommendations for this group at this stage.
Sexual Orientation	None	No specific recommendations for this group at this stage.
Race	Positive	In 2016/17 the proportion of Modern Apprenticeship starts self-identifying as being from a Mixed or Multiple; Asian; African; Caribbean or Black; or other ethnic group has risen to 1.7% from 1.6% in 2015/16. Skills Development Scotland plan to utilise regionally devised strategies and engage with DYW groups, Local Authorities, schools, employers and regional colleges to develop tailored plans to meet the areas needs and specific targeting of populations.
Religion or belief	None	Young people in this group will benefit as above. No additional specific actions recommended for this group at this stage.

### **Career Advice to Young Disabled People**

**Recommendation 33:** Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	None	Recommendation is not focussed on this group.

Disabled	Positive	Recommendation will result in targeted activity to help improve educational outcomes and address unemployment among young disabled people.
Gender	None	Recommendation is not focussed on this group.
Gender reassignment	None	Recommendation is not focussed on this group.
Sexual Orientation	None	Recommendation is not focussed on this group.
Race	None	Recommendation is not focussed on this group.
Religion or belief	None	Recommendation is not focussed on this group.

### **Young Disabled Person**

**Recommendation 36:** Employers who want to employ a young disabled person should be encouraged and supported to do so.

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	None	Recommendation is not focussed on this group.
Disabled	Positive	Recommendation will result in targeted activity to help increase unemployment among young disabled people.
Gender	None	Recommendation is not focussed on this group.
Gender reassignment	None	Recommendation is not focussed on this group.
Sexual Orientation	None	Recommendation is not focussed on this



		group.
Race	None	Recommendation is not focussed on this group.
Religion or belief	None	Recommendation is not focussed on this group.

### **Transition Planning for those in care**

**Recommendation 37:** Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary

	<b>Impact: positive/negative/none</b>	<b>Reasons</b>
Age	None	Recommendation is not focussed on this group.
Disabled	None	Recommendation is not focussed on this group.
Gender	None	Recommendation is not focussed on this group.
Gender reassignment	None	Recommendation is not focussed on this group.
Sexual Orientation	None	Recommendation is not focussed on this group.
Race	None	Recommendation is not focussed on this group.
Religion or belief	None	Recommendation is not focussed on this group.

## **RECOMMENDATIONS WHERE AN EQIA IS NOT REQUIRED**

**Recommendation 2:** A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input. – ANY IMPACT ASSESSMENT IS FOR THE PARTNERS INVOLVED

**Recommendation 4:** Colleges' key role in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements. - ALREADY IN PLACE

**Recommendation 5:** The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement - ALREADY IN PLACE

**Recommendation 6:** A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements - This will flow from recommendation 1 and will also be covered under the Collage OA assessment.

**Recommendation 16:** Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers - ANY IMPACT ASSESSMENT IS FOR THE PARTNERS INVOLVED

**Recommendation 19:** A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development and employment of Scotland's young workforce - No EQIA is required as the implementation has already been achieved

**Recommendation 20:** A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro businesses to recruit and train more young people. THIS INCENTIVE WAS STOPPED IN 2015-16 DUE TO FUNDING LIMITATIONS.

**Recommendation 21:** Voluntary levy schemes to recruit and train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding. THIS RECOMMENDATION IS NO LONGER BEING PURSUED DUE TO THE INTRODUCTION OF THE MANDATORY UK GOVERNMENT APPRENTICESHIP LEVY.

**Recommendation 23:** Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest In Youth Policy and this should be explicitly reflected in their published corporate plans - ANY IMPACT ASSESSMENT IS FOR THE PARTNERS INVOLVED

**Recommendation 29:** The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually - ANY IMPACT ASSESSMENT IS FOR THE PARTNERS INVOLVED

**Recommendation 39:** In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers - previously had an EQIA – care leavers were always eligible for the programme we have just improved the support they receive and adapted the programme based on DYW and external evaluation recommendations.



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